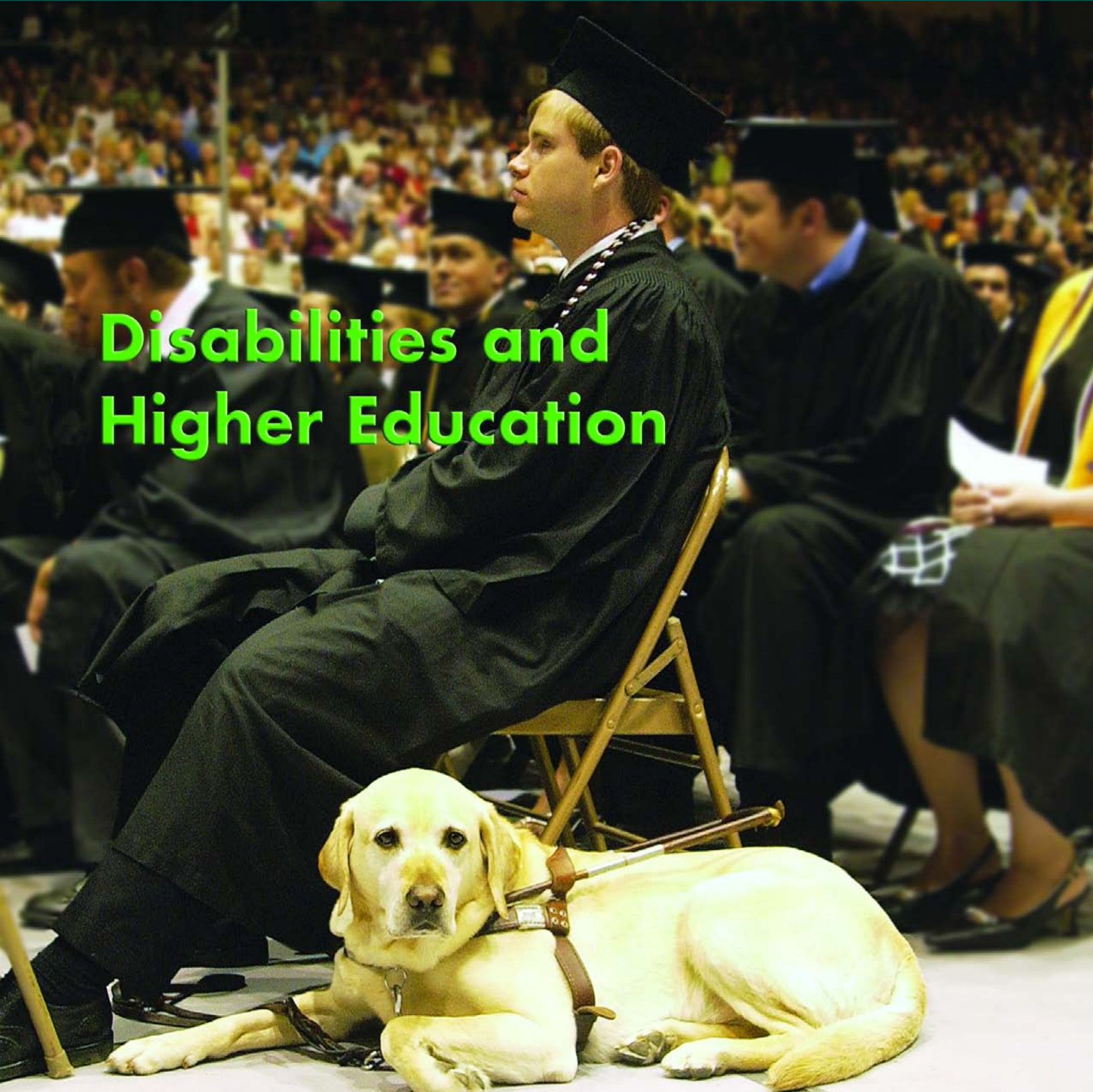


# Continuance

**Knowledge and Understanding Passing from Generation to Generation**

## Disabilities and Higher Education





## Guest Editorial

James M. Kaplan  
Chair, Illinois Board of  
Higher Education

Two of the heroes in my life were Mary Conrad, a brilliant judge, and my father, a blue-collar sage. I admired Mary's

determination and ability to excel in spite of her paraplegia. She was a strong role model who inspired me when I was a young lawyer.

My father encouraged me in many ways, particularly through his legendary witticisms. One day I asked him why he said those things, and he replied, "Because my father said them to me." Now I find myself saying the same things to my kids. My heroes, Mary and my father, are apt symbols for this issue of *Continuance*, which speaks to the hope for disabled students in higher education. Through technological advances and campus support services, transitions are smoother for students beginning college, and success more promising.

As the father of a disabled young man, I have been privileged to gain great insight about students with disabilities. When my son was 13, I saw the need to get more involved at the state level. Governor Jim Edgar appointed me as a member of the Illinois State Advisory Council on the Education of Children with Disabilities. As the only lawyer then serving, I was appointed as chair of the Due Process Committee. Later, I was elected Chairman of the State Advisory Council, the first parent chair in decades. As Chairman of the Council, I was able to lead the reform in state law regarding the hearing process and the decisions about supportive aids and services provided for children. When that legislation passed, it was one of my proudest moments.

Not surprisingly, my passion for improving

services to students with disabilities traveled with me when I became a member of the Illinois Board of Higher Education. The board is committed to maintaining and improving the educational climate for students with disabilities. Meeting this goal requires addressing accessibility issues for both on-campus and distance-learning environments. Given the explosive growth of Web-based information exchange in the academy, Internet access is crucial.

Illinois universities and community colleges enroll a diverse population, including students with disabilities related to hearing, sight, physical activity, attention, and others. Our campuses make a wide range of accommodations to meet the needs of students with disabilities through funding and the time of dedicated faculty and staff. Our public campuses report annually on the nature and quality of services provided to students with disabilities. In addition, the board has established a panel of campus-based experts to advise it on the most effective ways to promote services to students with disabilities.

As you reflect on the articles in this magazine, bear in mind that all of us benefit from accommodations to persons with disabilities. Virtually everyone is disabled at one time or another, and all of us experience changes in our physical abilities as we age. In meeting the needs of students with disabilities, we also make life easier for others on campus.

For example, when a professor addresses a class that includes a hearing-impaired student, a signer is a subtle reminder of the need to articulate and enunciate clearly.

My experience has convinced me that assisting individuals with disabilities improves the quality of life for all Illinois citizens. Effective action requires that we communicate and cooperate – that we all become involved in the effort to provide a sound education to every child with the desire and ability to learn. I challenge each of you to learn more about the needs of people with disabilities and get acquainted.

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## About the Cover

Robert P. Hobson, Jr., waits to receive his degree in Political Science. Virgil, his seeing eye dog has been his constant companion for six years.

Photo by SIUC Media & Communication Resources. Photographer: Steve Buhman

# Continuance

Knowledge and Understanding Passing from Generation to Generation

## Table of Contents

### 2 Happenings

<b>Higher Education</b> . . . . .	<b>2</b>
There Is Work To Do, Says Tom Lamont, Interim Director, Illinois Board of Higher Education . . . . .	2
Finding and Hiring a Diverse Faculty: A Faculty Diversity Summit Sets Goals . . . . .	3
<b>Community Colleges</b> . . . . .	<b>5</b>
Presidents Council Features Panel on the Importance of Retirees to Community Colleges. . . . .	5
Council of Presidents is a Moral Authority – History of the Community College Presidents Council. . . . .	6
A Message After 54 Years of Learning and Teaching . . . . .	7
<b>P-20 (Pre-School through College)</b> . . . . .	<b>8</b>
New Partnership Will Prepare Young Students for College . . . . .	8
Measuring Up 2000 and Beyond . . . . .	10
New State School Board is Appointed . . . . .	11
<b>New Organization AROHE/Coming Events</b> . . . . .	<b>31</b>
<b>Tom Teague</b> . . . . .	<b>33</b>

### 12 Disabilities and Higher Education

Students with Disabilities are Encouraged to Continue Their Education . . . . .	13
<b>Transition from High School to College</b> . . . . .	<b>14</b>
Getting a First Rate Education and a Good Job: Beckwith Hall Was the Key . . . . .	14
Centerstory: Transition Camp . . . . .	16
Searching for a College from a Wheelchair . . . . .	18
Dialogue Opens between High School Special Education and College Disabilities Services . . . . .	19
<b>Technology Opens New Doors to Disabled Students in Higher Education</b> . . . . .	<b>20</b>
Technology is the Key to Success for Students with Visual Disabilities . . . . .	20
Assistive Technologies, Computers, and Web Sites . . . . .	22
Overcoming a Learning Disability and Becoming a Teacher . . . . .	24
Participating in Classroom Discussions Through an Interpreter . . . . .	26
<b>Concerns About Aging</b> . . . . .	<b>28</b>
Two Different Perspectives on Disabilities. . . . .	28
Making the Transition from Home to Retirement Center . . . . .	29



## **There Is Work To Do, Says Tom Lamont, Interim Director, Illinois Board of Higher Education**

**A** young Tom Lamont visited his grandfather's one-room schoolhouse in Benton and was amazed when he saw the teacher managing six grades at once. Lamont's fascination with teaching and learning continued and was nurtured by a strong family commitment to education. Born in Jacksonville, he attended schools in Virginia, Beardstown, West Frankfort, and graduated from Virginia High School. He says he understands transition and change, having moved four times before he was 14. He regretted leaving classmates and friends behind but the experience was a learning process that opened new doors.

"I was planning to be an engineer but my history teacher, Marjorie Taylor, pushed me toward government and public affairs." When it came time to choose a career, Lamont felt that influence. In a recent conversation with his 85-year-old mother, Lamont heard the story about his career choice. "One day you came home from school and said 'I want to be a lawyer.'"

Lamont prepared for law school with a comprehensive social studies curriculum, a degree in elementary education at Illinois State University, and student teaching at Danville High School, teaching courses in history and geography. He graduated from the University of Illinois Law School and started his first job in state government with the Legislative Reference Bureau.

In the 1970s and 1980s, he continued to work in state government and the legal arena in career-building positions, noting that

those years exposed him to regulating bodies and government red tape but also gave him experience and understanding about working within the system. "I didn't find the bureaucracy so overwhelming that it was disruptive. There are frustrations wherever you go."

### **Education Boards**

"I enjoyed the political process and also maintained an interest in education because it is an essential part of government." His election to the board of the University of Illinois in 1990 gave him another opportunity to become a problem solver. "At the end of my first year on the University of Illinois board, the chair passed away and the remaining members were unable to elect a new chair. I received calls from Governor Jim Edgar and President Stanley



Thomas R. Lamont, Interim Executive Director  
Illinois Board of Higher Education (IBHE)

Ikenberry encouraging me to be the compromise candidate. The board accepted the idea and I became chair for a year. During that year, we were able to bring stability and a better working relationship within the board."

Stanley Ikenberry, University of Illinois President Emeritus, said, "One of Tom Lamont's strengths is his ability to listen to and respond to people with different opinions and views. Because of his personal credibility and ability to communicate with members of the General Assembly and the governor's office, he can build consensus for a higher education agenda that is realistic and doable."

### Challenges for 2005 and Beyond

"There is work to do. The Board wants to bring stability to higher education and send the message that Illinois is one of the top-rated states in the Report Card for Higher Education. We are recognized by our peers and should take pride in that recognition," Lamont said.

Lamont says that higher education needs to communicate more effectively with the General Assembly and the citizens of Illinois. The General Assembly does not have a clear understanding of the role of higher education in relation to economic development, workforce development, and research.

Higher education must also consider productivity. In 1991, the board passed the Priorities, Quality, and Productivity (PQP) representing a major statewide effort to reduce costs, increase efficiency, and reallocate resources in Illinois's 12 senior public universities and, to a lesser extent, 49 community colleges. More than ten years later, it is time to take another look. The Board recently approved PPA (Priorities, Productivity, Accountability) to review and revisit missions and programs of public universities. Looking at productivity in 2005 will not be the same as the teacher's in Grandfather Lamont's one-room school house, but history has many lessons for us if we only acknowledge them and learn from them.

-Editor

## Finding and Hiring a Diverse Faculty: A Faculty Diversity Summit Sets Goals

The three-pronged issue of attracting, hiring, and retaining faculty members of color is one of many challenges facing higher education in Illinois. On July 20, 2004, the Board of Higher Education, Southern Illinois University Carbondale, and the University of Illinois at Springfield sponsored the "Faculty Diversity Summit: Conducting Effective Faculty Searches." The purpose of the summit was to bring together leaders from Illinois higher education to focus on increasing the racial diversity of faculty. More than 200 people attended the summit. Speakers provided broad perspectives on faculty diversity based on solid educational research as well as effective strategies to recruit and retain underrepresented faculty members.

Institutions often cite the limited supply of qualified minority graduates as a major barrier to diversifying their faculties. Dr. Caroline Turner of Arizona State University, in her article, "Minority Faculty Recruitment and Retention: Creating Supportive Environments,"



William Harvey (left), American Council on Education and Terry Nunn, IBHE, review the plans for increasing faculty diversity.



## Full-Time Faculty, By Race/Ethnicity

Illinois Colleges and Universities

**Fall 2003**

<u>Sector</u>	<u>White</u>	<u>African American</u>	<u>Latino</u>	<u>Asian</u>	<u>Other</u>	<u>Total</u>
Public University	78.7%	5.2%	3.1%	9.9%	3.1%	36.8%
Community Colleges	85.9%	7.5%	1.9%	3.8%	0.9%	16.4%
Private Institutions	80.0%	4.0%	2.4%	8.0%	5.8%	46.8%
<b>Total</b>	<b>80.5%</b>	<b>5.0%</b>	<b>2.5%</b>	<b>8.0%</b>	<b>4.0%</b>	<b>100.0%</b>

Source: IPEDS Fall Staffing Survey

described this expression as a “labor-market myth.” She says, “Institutions feel that they cannot compete for faculty members of color but studies show that few scholars of color are, in fact, sought after.” Dr. William Harvey, Director of the American Council on Education’s Center for the Advancement of Racial and Ethnic Equity, says that institutions that are successful in diversifying their faculty are those that actively and aggressively recruit minority faculty in advance of actually having openings. Harvey believes that this active approach to recruitment signals that the institution is an inclusive and inviting organization.

Samuel Myers, Ph.D., professor of human relations and social justice, University of Minnesota, emphasized that diversity must become a core value and part of the strategic agenda of institutions. This commitment must be reflected at all levels of the institutions. Joseph L. White, Ph.D., professor emeritus of psychology and psychiatry, University of California, Irvine, discussed the essential elements needed to create inviting and inclusive communities within higher educational institutions. One element discussed, for example, was establishing diverse faculty mentoring programs to support increased research and co-teaching opportunities

for underrepresented faculty.

During the noon luncheon session, Gail Brooks, president, The Oak Group, led summit participants in a discussion about various strategies used by corporate America to create a diversified work force and meet competitive global market demands. Finally, in work sessions, summit participants identified the key decision points and the next steps that must be taken by higher educational leaders to promote and achieve a diversified faculty.

The summit on faculty diversity grew from recommendations contained in the August 2003 IBHE report on faculty diversity: Opportunities for Leadership: Strategies for Improving Faculty Diversity in Illinois Higher Education. □

*Terry Nunn is a senior director for IBHE and led the team that organized the diversity summit.*

## Presidents Council Features Panel on the Importance of Retirees to Community Colleges

Community college presidents may disagree on who has the best college and most brilliant students, but they all agree on one thing—that older adults bring extraordinary gifts to campus. A panel during the Illinois Public Community College Council of Presidents featured strong praise for retirees. William Simpson, President, John Wood Community College, discussed the ways that older Illinoisans contribute to education, particularly through their RSVP (Retired and Senior Volunteers Program). Thomas Schmidt, President, Carl Sandburg College, said that he is proud of their older learner programs and welcomes older people on their campuses. Anita Revelle, Illinois State University and chair of Lifelong, a statewide coalition of older learner programs in higher education, gave an overview of the goals for Lifelong, and Jane Angelis, Director, Intergenerational Initiative, provided a preview of the Retiree Volunteer Program, a new project that will have a statewide launch in December.

Members of the Presidents Council offered their ideas. Christine J. Sobek, President, Waubesa Community College, praised the elders who come on their campus to learn and contribute their time. Geoffrey Obrzut, Illinois Community College Board, recalled the impressive contributions of older adults at Triton College.

When Council President Jon Astroth was asked, "What is your advice to presidents on involving retirees on campus?" he said, "Do so



Panel members (from left): Thomas Schmidt, President of Carl Sandburg College; William Simpson, President of John Wood Community College; and Anita Revelle, Chair of Lifelong and Director of the Senior Scholars Program at Illinois State University

at every opportunity. In fact, seek out ways to involve this population in campus life and to provide programs for them. They are taxpayers who often no longer have family members enrolled in public schools. Thus, they may not value the community college unless they become

*An intergenerational college is a wonderfully rich learning environment.*

*~Council President Jon Astroth*

personally involved with one. Once involved, they are often some of the strongest advocates of the college. An intergenerational college is a wonderfully rich learning environment." □



Community college presidents discuss important funding issues during their Sept. 10 meeting in Springfield.



## **Council of Presidents is a Moral Authority**

### **History of the Community College Presidents Council**

In 1972, Gerald Smith, the Executive Director of Illinois Junior College Board, established an advisory group of community college presidents. This led to the formation of the Illinois Council of Public Community College Presidents, as it is known today.

The Illinois Association of Junior Colleges goes back to 1932, but it wasn't until the 1964 Master Plan for the Illinois Board of Higher Education that a comprehensive system of community colleges was established. Later that year, the Illinois Junior College Act was passed, which created the Illinois Junior College Board which later became the Illinois Community College Board (ICCB). In the early 1960's, 17 school districts had established junior college districts. By 1970, there were 37 community college districts with 49 colleges and 170,000 students.

Fred Wellman followed Gerald Smith as the Executive Director of the ICCB, and attempted to develop a number of systems that would strengthen state control over the community colleges. The Presidents' Council resisted. Wellman resigned in 1980 and was followed by Dave Pierce, who was able to develop a more collaborative operation among the Presidents' Council. Pierce also calmed many of the disputes over equalization (an effort to reduce the disparity in local funds available per student). It was during Pierce's tenure that the first attempts were made by ICCB to take over adult education.

During the years following the evolution of the Presidents' Council from the Illinois Council of Junior Colleges to what it is today, the presidents as a group decided to make their organization more informal. In the late 70's and early 80's, changes to the constitution were driven by equalization. Following the resolution of that debate, much of the dissension began to dissipate and the Presidents' Council members began



Current Officers (from left): Keith Miller, Black Hawk College President, East Moline; Jon Astroth, Council President and Heartland Community College President, Normal; and Alice Jacobs, President, Danville Area College

working together as a political and moral force for community colleges. When everyone was of like mind, the issues moved.

The Council changed from a chartered organization to one of moral authority. The bylaws are in a filing cabinet somewhere, but no one has referred to them in nearly a decade and a half. The Presidents' Council became a flexible organization. As the issues changed, the committee structure of the Council changed to match the issues, and it has been that committee structure that has been a primary strength of the Council. During the past 15 years, the Council has identified the issues important to the system of community colleges, and it has pursued those issues with energy, intelligence, and character. It is the moral authority of the Council that gives it genuine status among the various executive branch organizations and the legislature of the State of Illinois. □

*Excerpts from the History of the Illinois Council of Public Community College Presidents, prepared by Dr. Jon Anderson, Dr. Donald Crist, and Dr. Charles Novak*



## A Message After 54 Years of Learning and Teaching



**Gary Davis**  
Executive Director  
Illinois Community  
College Trustees  
Association

I remember my first day of school 54 years ago. Rural Iowa had no

kindergarten in 1950, so I entered Miss Riley's first grade class as a true novice. Like Ernest Boyer, I started with high expectations. I was going to learn how to read, and read I did by the end of the first semester. That experience began my lifelong love affair with books.

Because of my planned retirement, I will finally "graduate" at the end of this calendar year. For the first time since 1950, I will have no formal affiliation with any school or college. I hope to continue my learning, however. I want to discover more about computers, and I'm determined to learn Spanish. The Spanish studies will take us to Mexico and Spain in 2005. My wife, Karen, and I want to spend more time with our grandchildren in Carlock and Naperville. I'll continue to consult with boards

and presidents around the country, and with my remaining time I plan to clean and reorganize my garage in Lincoln!

Although I'll break my 18-year habit of Illinois Board of Higher Education meetings attendance, I will try to keep up with Illinois higher education. I worked for three years at Illinois State University and for 18 years as the Executive Director of the Illinois Community College Trustees Association. (Karen taught Spanish for more than 30 years and retired from Illinois State's University Laboratory Schools in 2002.) Our four children all attended a community college and today three continue their studies. After working as a CPA, daughter Chris has enrolled in Illinois State's school psychologist program, Mike is starting medical school at the University of Illinois, and daughter Alex is working on a second degree in marketing at Arizona State.

We believe that college pushes us toward our potential. In college we develop the skills and understanding that we need to make the world a better place. Despite all our current challenges, we are blessed because in our work we lend energy, intelligence, and imagination to a worthy cause. May you who "gladly learn and gladly teach" always be honored in your calling. □

## Next Issue of Continuance

### The Future of Education

Members of the General Assembly are interviewed by high school students in their districts.

### Knowledge and Understanding Passing from Generation to Generation and Nation to Nation

A series of articles features interviews with education leaders, oral historians, and journalists around the world. The first targets Pacific Rim countries.

### Retiree Volunteer Programs

Presidents and chancellors report on their progress developing Retiree Volunteer Programs on university and community college campuses.



## Preparing Young Students for College: The Retiree Volunteer Program Links Retirees with Schools

Preparing students for college doesn't begin in high school, it begins in preschool with special attention to basic skills in the early grades. Unfortunately, by fourth grade, many students are so far behind that their chance for college is all but lost.

Could retirees change that scenario?

Throughout our educational system, retirees are making a difference as tutors, mentors, and advocates for education. They read with youngsters, discuss careers, tutor at-risk-students, learn about computers, and share their many talents. But we haven't tapped the potential.



SIU Carbondale Retirees discuss the educational needs in schools and how retirees can help. From left: Eileen Trout-Ervin, Emeritus and Annuitant Association; teacher Marilyn Ross, Carbondale Elementary School District; and Robert Radke, Southern Illinois Learning In Retirement

The 65+ population will double by 2030 and organizations for retirees are expanding. For example, the State Universities Annuitants Association has 11,000 members. More than 60,000 older adults take courses on community college and university campuses. Many of these

retirees say they are interested in helping in the schools, but according to Don Naylor, executive director of the State Universities Annuitants Association, "A big stumbling block is the lack of an organized effort."

The Illinois Retiree Volunteer Program is a new partnership with the State Universities Annuitants Association and community college and university presidents. The purpose is to foster college readiness in young students, particularly P-4. Some retirees will tutor and mentor younger students in reading, math, and basic skills; others will work with middle school and older students throughout the educational system.

Two programs were started in the fall, one at SIU Carbondale and the second at John Wood College in Quincy. Other university and community college campuses throughout the state will join local chapters of the State Universities Annuitants Association, Lifelong (a coalition of campus older learner programs), and local schools to establish a Retiree Volunteer Program in their communities. They will begin planning by spring 2005 and will implement the programs over the next three years.

At the state level, the program will be officially launched on Dec. 7, 2004, by Senate President Emil Jones, Jr., university and community college presidents, the State Universities Annuitants Association, the three boards of education, and Lifelong. □



"We are in this together." Higher education and schools join forces to prepare young students for college. SIU Carbondale Chancellor Walter V. Wendler and Carbondale elementary schools Superintendent Elizabeth Lewin convene a group of retirees and teachers to begin the program in Carbondale.

They have completed the first four steps.  
 Step One: Develop an interest from retirees.  
 Step Two: Provide orientation. Step Three: Complete the Background Check Form and complete clearance.  
 Step Four: The volunteer coordinator calls the retiree and the tutoring begins.



John Wood Community College President William Simpson (left) started the Retiree Volunteer Program in Quincy on Sept. 29. He was joined by Sherry Sparks, representing the older learner program, and Carla Gosney representing RSVP (Retired and Senior Volunteer Program) to discuss the beginning steps and timeline. John Wood is fortunate to have the RSVP model, which is funded by the Corporation for National Service and the Illinois Department on Aging.

### Focus Groups Give Recommendations for the Retiree Volunteer Program at SIU Carbondale

On Oct. 7, Chancellor Walter Wendler and Carbondale elementary schools Superintendent Elizabeth Lewin convened a group of 50 retirees and teachers to discuss three questions:

- 1) Other than funding, what are the three most important educational needs for schools?
- 2) How could retirees help address these needs?
- 3) How can we involve other retirees?

#### The recommendations were the following:

1. Other than funding, needs in education?
  - Parental Involvement and role models from adults who care about the students, and one-on-one contact with a child
  - Teachers: They have so many demands on their time from teaching, testing, state mandates, and so forth.
  - Community involvement and commitment to the schools. They need to know we care.
2. How can retirees address the needs identified?
  - Be there for teachers, students, and parents and tell the stories about the good things happening.
  - Give individual attention, particularly one-on-one tutoring in reading, math, and other disciplines.
  - Talent Bank: Talks, demonstrations, careers, special events, field trips, and so forth, in areas of expertise.
3. How can we involve other retirees?
  - Just ask!
  - Publicity: Church bulletins, newspapers, brochures, service clubs, and so forth.
  - Contact retirees before they retire.



## Measuring Up: 2000 and Beyond

*The National Center for Public Policy and Higher Education was established in 1998. One of the first projects was the development of national accountability measures. Richard D. Wagner, former director of the Illinois Board of Higher Education, recalls the history. "When I retired in February, 1998, Pat Callan asked me to serve on a Feasibility Committee to the National Center Board to explore the possibility of developing a state-by-state report card on higher education performance as a major higher education accountability initiative. Our first meeting was held in July 1998 at the University of Virginia with Dave Benneman chairing. There were like four Committee members and four National Center staff at that meeting. The project has come a long way!"*

### Excerpts from National Cross Talk Editorial

By Patrick M. Callan

In 2000, the National Center released *Measuring Up 2000*, the first state-by-state report card on higher education – grading each state's performance related to education and training beyond high school through the baccalaureate degree. Grades in the report card are based on a set of quantitative indicators in five key categories: preparation for college level work; participation in postsecondary education and training by the young and by working age adults; affordability; degree and certificate completion; and state economic and civic benefits.

These five categories are areas that have a crucial impact on college and life opportunities and are susceptible to influence by state policy. Grades are assigned in each of these categories by comparing each state's performance to that of the highest performing state.

We designed *Measuring Up 2000* as a tool for state and higher education leaders and for public understanding of higher education

### 2004 Illinois Report Card

**Preparation B+**

**Participation A**

**Affordability D**

**Completion B**

**Benefits B-**

issues, and we were gratified by the attention that the report received in the national, state and local media. Few higher education news stories – outside the sports pages – have been as extensively covered in recent times.

The media attention was critically important, for the report card was designed and intended to reach a broad public audience,

and it did. It was designed and intended to reach the state policy and higher education communities, and it did. Some among these audiences have criticized or expressed reservations about various aspects of the report card, but most of this criticism has been constructive and generally supportive of the policy directions suggested by its findings.

We are confident that all states seek to improve citizens' opportunities for education and for socially and economically productive lives. Some states are now embarked on improvement of these opportunities, others plan to do so, and each will face unique demographic, economic and political factors. *Patrick Callan is Director, National Center for Public Policy & Higher Education.* □



## New State School Board Is Appointed

*The new Illinois State Board of Education consists of nine members who are appointed by the Governor with the consent of the Senate. Board members serve four-year terms, with State Board membership limited to two consecutive terms. The board sets educational policies and guidelines for public and private schools, preschool through grade 12, as well as for adult and vocational education. It analyzes the aims, needs and requirements of education and recommends legislation to the General Assembly for 2 million school children in Illinois.*



**Jesse Ruiz, Board Chair** (Chicago) is a partner at Gardner, Carton & Douglas, helped form the Illinois Legislative Latino Caucus, and served on the Chicago Board of Education.



**Vinni Hall** (Chicago) served as a consultant to Chicago Public Schools and the Illinois Center for Education and Rehabilitation. She was an associate professor at Chicago State University and Director of the Inclusive Schools Project for Chicago Public Schools.

**Andrea Brown** (Goreville) was superintendent of Alexander, Johnson, Massac, Pulaski, Union counties for nearly ten years, worked in the Cairo Unit School District, and started her teaching career in Olmsted in 1957.



**Brenda Homes** (Springfield) served as the Governor's Deputy Chief of Staff for Education, Legislative Staff Intern at UIS and legislative liaison for the Illinois State Board of Education.



**Dean Clark** (Glen Ellyn) the president of Graphic Chemical & Ink Company, served on the Education Funding Advisory Board, and was a member of the Glen Ellyn District 41 School Board.



**Joyce E. Karon** (Barrington) is a library-media specialist in the Barrington schools, an affiliate instructor at Northern Illinois University, and an independent consultant for school and public libraries.

**David Fields** (Danville) served as the superintendent of Danville District #118 from 1991 to 2001, was a social studies teacher at Danville High School and North Ridge Junior High, and is an active and productive member of his community.



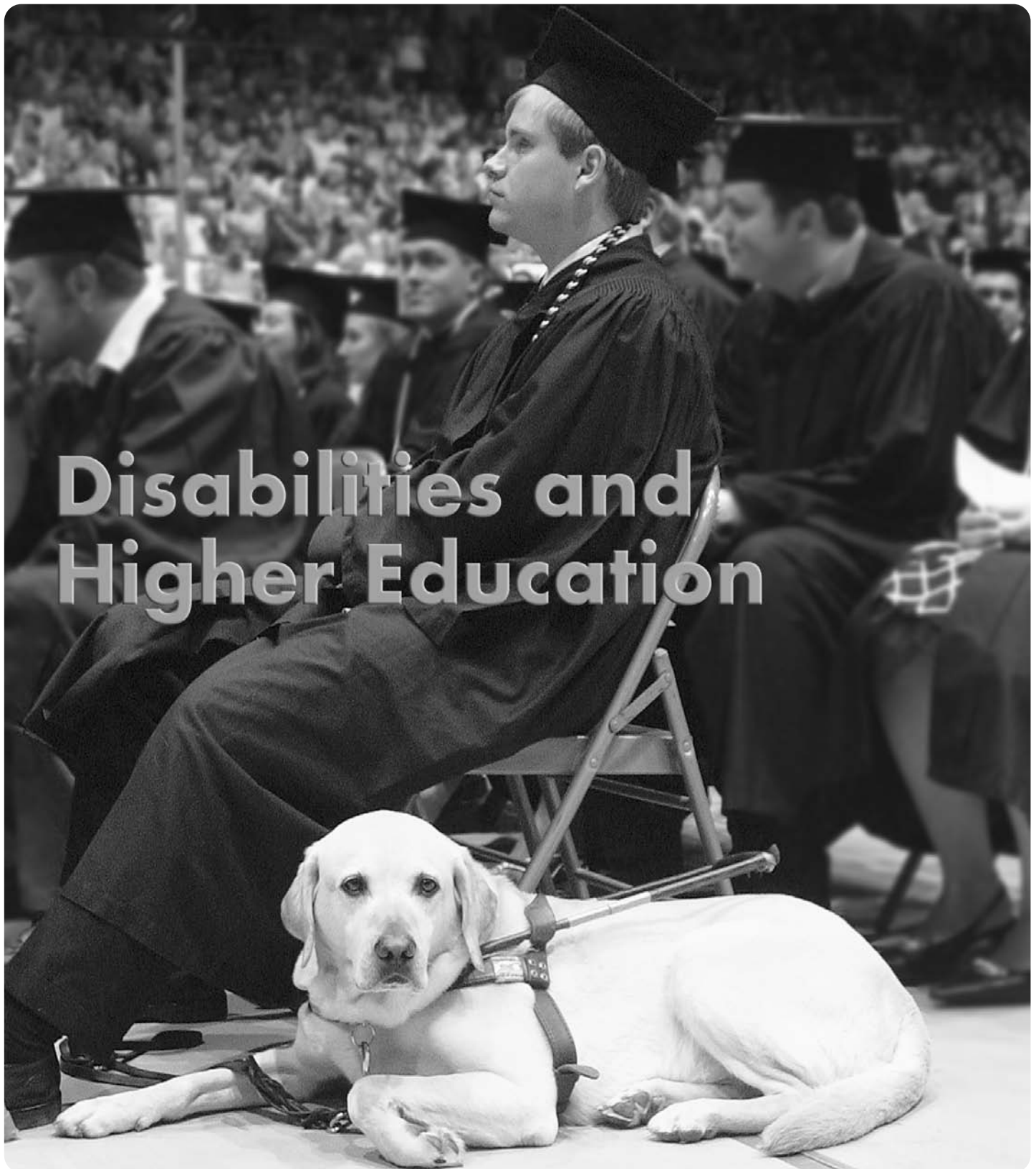
**Chris Ward** (Lockport) recently retired as the Lockport Township High School District #205 superintendent. Ward began his career in education in 1967, as an Advanced Sociology and History teacher at Joliet Catholic High School.



**Ed Gephert** (Belleville) served as the Chief of Staff for the Illinois Federation of Teachers and in other positions for nearly three decades. He started as a science teacher at Cahokia High School.



**Randy J. Dunn**, Interim State Superintendent, was director of Educational Leadership in the College of Education and Human Services at Southern Illinois University Carbondale.



# Disabilities and Higher Education

This special issue of *Continuance* is about disabilities across generations, with an emphasis on students with disabilities in higher education. The following articles are written by students with disabilities and their faculty and portray their stories.. In the first section, the topic of *transition* is discussed through the experiences of those moving from high school to college, and to the world of work. In the second section, *technology* is highlighted as an important way to promote independence and to gain access to the same resources as classmates. The third section addresses some of the *concerns about aging* for adults with disabilities and those experiencing the process of aging. □

## Students with Disabilities Are Encouraged to Continue Their Education

Students with disabilities are being encouraged now, more than ever, to continue their education and pursue career goals” is the conclusion of a comprehensive look at efforts of colleges and universities in an IBHE report, “Underrepresented Student and Minority Populations.” Public universities provide accommodations and a variety of supportive services, assistive devices, and technologies that help students with disabilities in higher education. Community colleges plan for each student with disabilities to determine what accommodations are needed to ensure access to a full academic experience at college. The report also details measures that universities and community colleges have undertaken to inform students about disability services on campuses and to ease the transition to colleges. For further information visit [www.ibhe.state.il.us](http://www.ibhe.state.il.us).

## Statistics on Disabilities

According to the Census in 2000, almost 50 million people (about 19% of the total population over age five) reported having some type of a disability. The population breaks down into the following categories of disability: about 4% reported having a sight or hearing disability; 8% reported a physical condition that limited their basic life activities; 5% reported conditions that limit their abilities in learning, remembering, or concentrating; and 3% had a physical, mental, or emotional condition that made it difficult to function inside their home. Among respondents who were aged 16 to 64, about 6 percent reported that they were limited in their ability to leave home, and about 12 percent of the respondents

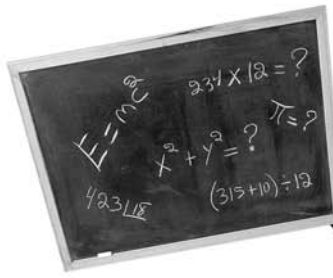
16-64 reported that their condition affected their ability to work.

(From *Higher Education Opportunities for Students with Disabilities*, Thomas R. Wolanin and Patricia E. Steele, Institute for Higher Education Policy).

Characteristics of population by age, disability status, and type of disability: 2000

	TOTAL	
	Number	Percent
<b>Population 5 years +</b>	257,167,527	100
<b>With any disability</b>	49,746,248	19.3
<b>Population 5 to 15 years</b>	45,133,667	100
<b>With any disability</b>	2,614,919	5.8
<b>Sensory</b>	442,894	1
<b>Physical</b>	455,461	1
<b>Mental</b>	2,078,502	4.6
<b>Self-Care</b>	419,018	0.9
<b>Population 16 to 64 years</b>	178,687,234	100
<b>With any disability</b>	33,153,211	18.6
<b>Sensory</b>	4,123,902	2.3
<b>Physical</b>	11,150,365	6.2
<b>Mental</b>	6,764,439	3.8
<b>Self-Care</b>	3,149,875	1.8
<b>Going outside the home</b>	11,414,508	6.4
<b>Employment disability</b>	21,287,570	11.9
<b>Population 65 years +</b>	33,346,626	100
<b>With any disability</b>	13,978,118	41.9
<b>Sensory</b>	4,738,479	14.2
<b>Physical</b>	9,545,680	28.6
<b>Mental</b>	3,592,912	10.8
<b>Self-Care</b>	3,183,840	9.5
<b>Going outside the home</b>	6,795,517	20.4

SOURCE: U.S. Census, *Disability Status: 2000 Census Brief*, Issued March 2003



# Transition from High School to COLLEGE

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## Getting a First-Rate Education and a Good Job: Beckwith Hall Was the Key

Kristin Kaminski

When I was sixteen years old, I broke my neck in a diving accident and I have been paralyzed from the chest down since then. Prior to my accident, I had been a very active teenager, participating in volleyball, basketball, softball, and track. Adjusting to a life without those pursuits was difficult. I opted to have a state provided tutor come to my home for a few hours a day a couple of times a week. This tutoring along with an individualized education plan allowed me to finish my course work and graduate with my class.

Following graduation, I took a couple of years off from school. During those years, I became very interested in politics. I had always followed current events and politics, but I decided to study them in college. A friend gave me some information about Beckwith Hall, a residence hall at the U of I for individuals with disabilities. For the first time, I felt that it might be possible for me to get the first-rate education I needed to get a good job. Shortly thereafter, I was accepted at the University of Illinois. I was very excited, but absolutely terrified.

Because of the knowledge and patience of Beckwith Hall's director, Kathleen Madayag, I was able to transition from my

parents' home to campus. At Beckwith, I learned how to recruit, hire, and train people to meet my needs. Beckwith also provided me with the necessary support so I could experience living away from home, enjoy campus life with new friends, and even occasionally study.

By the time I graduated in 2000, I had decided to go to law school. I was accepted at Illinois and Georgetown. I chose Illinois because it is much closer to my family and because I loved living at Beckwith Hall. I knew that Beckwith would continue to give me the freedom and ability to pursue my legal education. Because of a dearth of truly accessible housing in Champaign, I chose to

live at Beckwith throughout my undergraduate and legal studies. I did, however, live in apartments during the summers. In 2003, I graduated from law school at the U of I and look forward to living independently. Without the support and training that I gained during my stay at Beckwith Hall, that transition would have been overwhelming.

Beckwith is the only facility of its kind in the world that provides its residents with personal assistant support services, 24-hour emergency assistance, and a completely accessible, even "wheelchair-friendly" environment. The services provided offer many students their only



Kristin Kaminski  
University of Illinois Urbana  
Champaign graduate





opportunity to obtain an education at a highly competitive school. Without Beckwith, these students might be precluded from university life all together.

I came to the University of Illinois to obtain a quality education, one that will allow me to compete in the workforce. Beckwith Hall has given me that opportunity, and I will forever be an advocate for its programs and services for students with severe disabilities. □

*Kristin Kaminski completed her AB in Political Science, May 2000; and her Juris Doctorate, December 2003, from the University of Illinois. She passed the bar exam on Oct. 1, 2004.*



Kristin Kaminski, a University of Illinois graduate, clerked with the U.S. Federal Court District in Peoria.

## Beckwith Hall Provides Students Valuable Supports

Brad Hedrick



Beckwith Hall is a residence hall designed specifically to accommodate students with disabilities who need assistance in the performance of activities of daily living. While assisting each resident in planning and coordinating their immediate personal assistant support service needs, an interdisciplinary team, comprised of the Beckwith Director, a physical therapist, health/wellness experts, and a technology specialist, helps students develop and implement plans for improving their knowledge and skill in managing disability-related needs. The ultimate goal of this interaction is to help students gain sufficient knowledge and skills in the management of their personal disability needs, so they can confidently go wherever their life and career opportunities and aspirations take them.

In objectively assessing the impact of Beckwith Hall programs and services, one need only note that in contrast to a national employment rate of 30 percent among persons with disabilities (National Organization on Disability/Louis Harris Survey of Americans with Disabilities, 2000), almost 90 percent of Beckwith graduates either obtain employment following graduation (56.4%), or enter graduate or professional school (33.3%).

*Dr. Brad Hedrick has worked in rehabilitation and/or postsecondary disability service administration for more than 30 years and is presently serving as the Director of the Division of Disability Resources and Educational Services (DRES) at the University of Illinois at Urbana-Champaign (UIUC). He is a former member of the Board of Directors of the Association on Higher Education and Disability, and is currently serving on both the Illinois State Advisory Council on the Education of Children with Disabilities and the Disability Access Committee of the Illinois Board of Higher Education.*



# TRANSITION

*Moving from*



When camp participants arrived, they moved into residence, then canoed across Campus Lake to the beach. There they had a picnic (hot dogs, chips, soda, and s'mores) along with volleyball, swimming, a campfire, and singing with musical instruments.

High school students with disabilities who attend the transition camp and those who provide their care. The first challenge is to convince them to leave their parents without their parents. The parents must also be reassured that their children can survive. The camp helps them redefine their limits in terms of what they can do. The camp runs for one week in June at Southern Illinois University.



The camp is divided into academic and recreational sessions. The academic focus is to identify assistive technologies that can help students survive in postsecondary education. Here, a camp participant tried out technology that allowed him to interact with a computer with no physical movement. He used electrodes or a Velcro headband to control the computer and access the Internet. The participant left the camp with a computer assessment used for college life.



The camp focused on maintaining healthy lifestyles. Presentations by Wellness Center Staff were fortified by opportunities to use adapted exercise equipment at the Recreation Center. This camper is using a handcrank stationary bike for a cardiovascular workout. The students with disabilities exercise right next to students without disabilities.



To Blake, an individual with an invisible disability, the camp seemed like an opportunity. But when he attended the Transition Camp, he was enthusiastic about the aspect of college life. He enjoyed many camp activities. His greatest joy was learning about plants and birds in Plant Biology.



# CAMP

*the supportive environment of the home  
to campus...and the world.*



Camp often have not been separated from their family members since the students that they can be independent and can manage their children can survive and will have a safety net to protect them. They can do, so they have many new experiences in academia as well as University Carbondale.

academic, social. The first activity appropriate to help students with education. They use brain activities individuals to manipulate a computer through a keyboard. Every student with an adapted computer in preparation



Almost everyday, camp participants got to experience activities that were new to them. Here, they enjoy bowling at the Student Center using "quad rails" (bowling ball guides that help the blind and physically disabled students move the ball down the lanes.)

photo by Lane Christensen of the Daily Egyptian, Student Newspaper at Southern Illinois University Carbondale



Afternoons and evenings were for fun with a purpose – to extend students' definition of their ability. They can do almost everything in accessible settings. Most of them had never been in a canoe. One of the quadriplegic students was paddled all around the lake and then said, "Do we have to stop?" Later when he called his parents, he said, "You wouldn't believe what I did today." More than 30 volunteers, some giving 10-12 hours a day, joined the camp.

individual with an academic, college possible goal. He attended the camp and became a member of the academic life. While he was at camp activities, he was discussing with faculty in



Near the end of a long, exhausting, and joyful week, participants gather for a photo. Students left with new impressions of what their futures might hold. When students complete the transition camp, they are much more ready for higher education. They say that they can survive and their parents can trust in their survival.

The transition camp was funded by the Illinois Board of Higher Education through a Higher Education Cooperation Act Grant.

*Written by Kathleen Plesko, Disability Support Services, SIUC*



## Searching for a College from a Wheelchair

Lauren A. Lamb

**F**rancis Bacon once said that “Knowledge is power.” This small, but powerful quote drove my college search more than anything else as a student with a disability. I’ve known for a long time that in order to have some sort of power over my future, I needed to continue to seek knowledge after high school. But I couldn’t just close my eyes and simply choose my dream school out of the proverbial catalog. As a student with a disability who uses a wheelchair, I had to consider academic opportunities, and accessibility as well.

I hoped to visit small private schools to larger colleges and universities. Each had its own pros and cons; the smaller colleges lacked the resources to support a student with a disability. The larger universities also had problems, such as narrow hallways, rules about roommates for students with disabilities, and rooms on upper stories. I’m not afraid of heights nor do I have a problem relying on an elevator but I am concerned about what could happen in the event of fire or other emergency and I became trapped on an upper floor.

I started to examine the possibilities of Southern Illinois University Carbondale. SIUC attracts students of all types and all abilities. The accessible dorms are suites, designed with a roll-in shower and bathroom sandwiched between two bedrooms. Individual living spaces allow students using wheelchairs the extra space they require. Dorms also come standard with ADA-compliant fire alarms and automatic doors.

Beyond residential life the Disability Support Service (DSS) offices at Illinois universities are able to help students to be independent. Unlike high school, the staff doesn’t take care of getting students the assistance they need. Students have to seek assistance from the support staff themselves. For students who need to hire

personal assistants and note takers, disability support services can supply them with a list of fellow students. DSS will also help secure textbooks in alternative format, and assistive computer programs such as sound-proof labs for dictation software. Campus buses will transport students on campus and also in the surrounding communities.

Students who are looking for activities outside of the lecture hall won’t be left out either. Many colleges have disabled student recreation programs that offer a wide variety of activities like wheelchair basketball, rock climbing, volleyball, kayaking, and even waterskiing.

It’s no longer the trend to isolate students with disabilities on college campuses, nor is the

*“...the popular trend is to look at each student’s abilities, rather than their limitations.”*

object to discourage anyone from seeking a degree of their choice. Rather, the popular trend is to look at each student’s abilities, rather than their limitations. When a university knows how to equip a student with all the tools they need to be successful, present them with as many opportunities for improvement as possible, and then allow them to live in the real world, that is when their knowledge turns into power.

I don’t have a formula for choosing a college as a student with a disability. There will be bumps in the road, and an occasional failure. But in the words of Zig Ziglar, “Consider the turtle. The only time it makes progress is when it sticks its neck out.” □

*Lauren A. Lamb is a journalism student at Southern Illinois University Carbondale.*





## Dialogue Opens Between High School Special Education and College Disabilities Services

Lynne Solway, principal, Special Education District of McHenry County said, "Until two years ago, we thought that after students graduated from high school, they fell off the earth." Solway's comments came during the Special Education Directors' Conference in Springfield on August 11. She described a daunting problem when students with disabilities transition from high school to college.

The conference presentation, "Transitioning from High School to Higher Education," gave the four panelists an opportunity to discuss issues of concern to special education directors. This was the first time that community college and university disabilities services professionals had presented to the Special Education Directors' Conference. The four panelists discussed

transitional issues and concerns that postsecondary disability service professionals perceive as undermining the effective matriculation of students with disabilities to postsecondary institutions in Illinois. Presentations also included new technology strategies that are increasing the independence of students with disabilities.

Willie Hains, from East St. Louis School District, said the session on higher education transition gave him new ideas on training and development. "The students who have transition counseling are more likely to succeed." □



Kathleen Plesko, SIU Carbondale, discusses transition ideas with special education directors. L to R: Plesko, John Beehler and Nadine Woodle, District 203, Naperville; Willie Hains, East St. Louis, and Lynne Solway, McHenry County.

### Resources

*Higher Education Opportunities for Students with Disabilities*

*A Primer for Policy Makers*

Institute for Higher Education Policy

[www.ihep.org](http://www.ihep.org)

*Summary of Selected IDEA*

*Reauthorization Issues*

Council for Exceptional Children

[www.cec.ped.org](http://www.cec.ped.org)

*Twenty-Five Years of Educating*

*Children with Disabilities*

American Youth Policy Forum

[www.aypf.org](http://www.aypf.org)

and

Center on Education Policy

[www.ctredpol.org](http://www.ctredpol.org)

*Opportunities for Leadership: Strategies for*

*Improving Faculty Diversity in Illinois*

*Higher Education*

[www.ibhe.state.il.us](http://www.ibhe.state.il.us)

# Technology

## Opens New Doors to Students with Disabilities in Higher Education

### Technology is the Key to Success for Students with Visual Disabilities

Michael Whitney

David Benney is a senior, majoring in Radio-TV at SIU Carbondale. He said, "When I graduate, I hope to go to law school but first I have to take the LSAT." He said that his interest in radio started in high school when he was doing spots for the local station in Wheaton.

David said he started reading Braille when he was about 4 years old and used it in grade school and high school. He is an accomplished user of many technologies that have helped him succeed throughout his education.

David found many new technologies in higher education. For example, to overcome the problems of taking notes, a text-to-speech screen reading program called JAWS can be loaded on a laptop equipped with an earphone. JAWS allows students to write my their own notes and have the computer read it back at will. They can surf the Net, e-mail friends, and interact with others in a fashion they never thought possible. Having these support systems in place, helps students to grow both academically and socially.

When students with visual disabilities consider college, they are concerned about the transition from high school to college. David Benney said he paid particular attention to the support services offered. He said that he wanted to go to a school that would allow him to expand his independence while supporting him with the

indispensable technologies. Students say that many schools are not ready to handle their needs. "At SIU, there are many advantages, such as including students with disabilities in dorms, and fully accessible computer workstations throughout campus. The computers are loaded with more technologies than I used in high school."

Higher education encourages students to enhance their independence particularly by furthering their computer skills. A scanning



David Benney, a senior from Wheaton, demonstrates the use of refreshable Braille.



A Braille display is a keyboard that allows students to read what they have written. It consists of a series of dots in a pattern called a cell. A cell has 6 or 8 pins made of metal or nylon; pins are controlled electronically to move up and down to display characters as they appear on the display of the source system, usually a computer or Braille note taker. Students read the Braille letters with their fingers, and then, after a line is read, can refresh the display to read the next line. This hardware is commonly used in conjunction with a screen reader.

program called OpenBook, enables students to independently convert printed materials, such as class handouts, quizzes, and even books, into an electronic text. "This program has done away with the need for Books on Tape because once the materials are converted into an electronic format, students are able to process the material in a fashion that is useable." The JAWS program screen will read the material or use a refreshable Braille display or even emboss it on Braille paper to read later in a remote location. □



*Michael Whitney heads adaptive technology and accessible web creation for Disability Support Services at SIUC, is the Coordinator of the Adaptive Computer Technology & Website Design IBHE-HECA grant project and is an adjunct professor for SIUC's Information Management*

*Systems Department. In addition to his MA in Rehabilitation Administration, Whitney is pursuing his Ph.D. in Educational Administration.*

## Web Accessibility through the Wizard

Jon Gunderson

### 1. What is the Wizard?

It is software that adds a feature to Microsoft Office that allows people to create highly accessible web versions of their documents in HTML.

### 2. Who would use it?

Everyone can use it, but it has special benefits for instructors who know little about web technologies and accessibility.

### 3. How would this technology help students with disabilities maintain their independence?

It is designed so that students with disabilities would have access to electronic materials at the same time as their classmates. If instructors use this as the default tool, all students, including people with disabilities, will have more options to access instructional resources. The tool uses the concept of Universal Design for All.

### 4. Where can instructors get information?

Version 2.0 of the Accessibility Web Publishing Wizard is available. More information and a demo version can be found at: <http://cita.rehab.uiuc.edu/software/office>

Jon Gunderson

*Division of Rehabilitation – Education Services, College of Applied Life Students University of Illinois at Urbana/Champaign*

## Assistive Technologies, Computers, and Web Sites

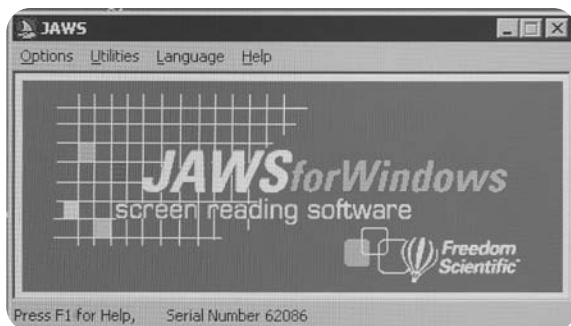
Michael Whitney

How are assistive technologies helpful to students with disabilities? A simple breakdown of common technologies found within educational settings will help answer that question. The categories presented here do not comprise an exhaustive list, merely a workable one. Many of these technologies, can facilitate accessibility for many types of users, such as speech to text programs that are useful for both persons with mobility impairments and persons with learning disabilities.

### Visual Impairments

#### Screen readers

The software programs, JAWS for Windows or Hal Screen Reader present graphics and text as speech. For a computer user who is blind, and does not need a monitor, a screen reader is used to verbalize, or "speak," everything on the screen including names and descriptions of control buttons, menus, text, and punctuation. In essence, a screen reader transforms a graphic user interface (GUI) into an audio interface.



#### Braille embossers (printers)

Braille translation programs convert text scanned in or generated via standard word processing programs into Braille, which can be printed by the embosser.

#### Printed text conversion programs

Software, such as OpenBook or Cicero Text Reader converts a printed page into electronic text to be read aloud, enlarged, or brailled. A scanner is needed with the software.

### Mobility Impairments and Learning Disabilities

#### Speech recognition systems

Dragon Naturally Speaking and IBM ViaVoice, also called voice recognition programs, allow people to give commands and enter data using their voices rather than a mouse or keyboard. Voice recognition systems use a microphone attached to the computer, which can be used to create text documents such as letters or e-mail messages, browse the Internet, and navigate among applications and menus by voice. Speech recognition systems are also used by people with language and learning disabilities who have difficulty typing or reading text.

### Mobility Impairments

#### On-screen keyboard

Programs provide an image of a standard or modified keyboard on the computer screen. The user selects the keys with a mouse, touch screen, trackball, joystick, switch, or electronic pointing device. On-screen keyboards often have a scanning option. When the scanning capability is turned on, the individual keys on the on-screen keyboard are highlighted. When a desired key is high-lighted, an individual with a





mobility impairment is able to select it by using a switch positioned near a body part that is under his or her voluntary control. On-screen keyboards are often packed with keyboard filter technology as well.

### **Pointing devices**

Pointing devices are used to control the cursor on the screen using ultrasound, an infrared beam, eye movements, nerve signals, or brain waves. They come in the form of sip-and-puff systems, wands and sticks, joysticks, trackballs, and high-tech line of sight sensors.



### **Brainwave actuated technologies**

A completely unique and forward thinking approach to computer input for people with mobility impairments is brainwave actuation. By using a system whereby your brainwaves are measured by an electroencephalogram and then converted into an active bar graph indicator, your computer can identify when your brain is in an electrical range that will activate a switch. By training your brain to move between electric frequencies, even with no mobility at all, you can operate such computer functions as word processing, mouse pointing, clicking, and video games.

## **Hearing Impairments**

### **Communication Devices**

Signtel Interpreter and KeyWi2 are common communication programs that can directly convert text into sign language or convert a laptop into a communication device (see pages 26-27).

## **Web Accessibility**

The information age has introduced new accessibility barriers to people with disabilities in the form of electronic resources, such as Internet access to the World Wide Web (web). Institutions are rapidly making the web the primary, and in many cases, their only means of communication with students, faculty and staff for many types of administrative and educational information. The web has a tremendous potential to help people with disabilities to become more independent and provide them with a greater number of opportunities in society, but only if the web resources are designed to meet their needs.

Unfortunately, colleges and universities have tended to follow the trend of developing and deploying electronic offerings without first considering equal access. This strategy too often has the effect of alienating those depending on their respective institutions to provide an integrated electronic environment and whose educational experience would be enhanced by effective assistive technologies. If this trend continues, assistive technology users will gravitate only toward those institutions exhibiting leadership in providing support for their electronic needs. Considering the large disabled population requiring equal electronic access, the implementation of necessary assistive technologies not only provides a means for increasing student enrollment and retention but also adheres to such legislative mandates as the Americans with Disabilities Act (ADA) and the Rehabilitation Act.

The Board of Higher Education passed a resolution to promote the development of the Worldwide Web to serve students with disabilities. For more information, [www.ibhe.state.il.us](http://www.ibhe.state.il.us)

## Overcoming a Learning Disability and Becoming a Teacher

Tom Thompson

Martha Vasquez has dreams that she wants to realize. The 30 year old has come a long way since her days at Rolling Meadows High School. She grew up a middle child in a large Latino family of eight, where Spanish was the family language. During the third grade, she was having difficulty in school, a difficulty assumed to have been due to English being her second language. Reading and comprehending what she read were difficult. Her struggles continued and by junior high school, she was "working so hard with little reward." An evaluation by school personnel determined that she had a learning disability (LD), and she began to receive assistance through the special education program.

Martha is so unflappable that she makes even difficult challenges sound trivial. She says, "When I got into high school, I was just going through the motions. At 14, I wasn't ready to learn and I wasn't giving education my all. I also realized that my friends and other people looked at me a little differently when I went to the resource room for a 'study hall.' I didn't clearly understand some of the conceptions people had about being LD or going to the resource room."

In high school, Martha met Vera DeGeorgio, the resource room teacher and Martha's case manager. "One of the main reasons I want to become a teacher is because of her. Before I talked to her, I only had a vague dream of going to college. She said, 'Martha, that doesn't have to be a dream, it can be your reality.'"

Martha continued, "She helped me learn what questions to ask, and what scholarships or opportunities would be available. It is easier to

take these steps when you have someone in your corner helping you."

Her college years at Harper were a period of many changes. During this time, Martha made some important discoveries and had to make some difficult life choices. She also began to learn how to advocate for herself and to recognize and understand her strengths and weaknesses. She discovered that some of her academic difficulties stemmed from the attention deficit

hyperactivity disorder. To function better as a student, she learned organizational skills and how to use assistive technology, specifically the Kurzweil 3000 reading software and Dragon Naturally Speaking. When she was just six credits short of her A.A. degree, she chose to drop out for a while to help her family, after her father had a serious accident and was unable to work.

Eventually Martha was able to return to college. She obtained a position at Palatine High School working as a teacher's assistant with students who were physically disabled. She loved this new work, even though her compensation was considerably less. She also found part-time work doing translations for the Department of Rehabilitation Services.

One day her supervisor, Bob Carroll, at Palatine High School, asked her to quit! Martha was shocked. She knew he valued her work. Bob explained that she needed to quit so that she could finish her education and go on to become a teacher. He explained that, as long as she stayed at this job, she might "become too comfortable" and not choose to go on to a university.

Martha did finish her work at Harper



College and transferred to Southern Illinois University Carbondale. She was also accepted into the Achieve Program, a support program for students with learning disabilities. Because of the excellent and intensive support she received, she was able to carry a heavy course load and do well. Her graduate student assistant, Julia Shaw, was a tremendous coach for her. Martha has completed all course work for her liberal arts degree, but she has not yet completed her degree in special education because she must pass the basic skills test and then complete her stint as a student teacher. This step remains a challenge: she has passed all portions of the test but not in one sitting. Martha is currently advocating for a reasonable accommodation that would allow her to take the test in two sittings, which has been denied to date.

Martha has succeeded because she has tenacity and energy. She is a vivacious young

woman who has managed to honor her family while pursuing her dreams. She has succeeded because she built personal relationships with key people throughout her education and because people were willing to come along side her and speak into her life, sometimes encouraging and at others challenging her. Martha sees herself in a classroom some day, working with young people, coming along side them and speaking into their lives. Perhaps her dreams will stimulate others to reach beyond their circumstances. □



*Tom L. Thompson is the Director of Disability Services and 504/ADA Coordinator of Harper College's Access and Disability Services department. He has 30 years of experience in higher education and adult rehabilitation and has worked as a consultant and evaluator for other higher education institutions.*

### **New Committee Creates Awareness of Support for Disabilities on Campuses**

The new Disabilities Advisory Committee supports the idea that "Students with disabilities are being encouraged to continue their education and pursue career goals." The committee was established by the Illinois Board of Higher Education to develop recommendations for action on access to higher education for students with disabilities, including the transition from high school to college, and the use of assistive technologies to promote independence. The group will review web accessibility, develop common measures for collecting information, and provide a clearinghouse of information to help with transition from high school to college.



L to R: Sue Ouellette, Northern Illinois University; Michael Whitney, SIU Carbondale; James L. Kaplan, Chair, Illinois Board of Higher Education; Brad Hedrick, University of Illinois Urbana-Champaign; Tom L. Thompson, William Rainey Harper College; and Debra Watkins, City Colleges of Chicago. Not pictured Kathleen Plesko, SIU Carbondale; and Joye Williams (student representative), University of Illinois Springfield

## Participating in Classroom Discussions Through an Interpreter

Sue Ouellette

Samantha Gartrell is deaf. She is also a first-semester graduate student at Northern Illinois University (NIU) studying to become a rehabilitation counselor. Her goal is to help people with disabilities become independent, productive and contributing members of society. Samantha has already had many successes throughout her undergraduate program, including her election to Mortar Board, a distinguished society honoring excellent students. She is the recipient of the Illinois Deafness and Rehabilitation Association outstanding student scholarship, the Izzo-Inge Family Award Scholarship for Students with Disabilities and the NIU police Citizen Appreciation award. Samantha's success in school has been the direct result of her hard work, dedication to her goals, and the access to education

provided by the many sign language interpreters, notetakers and other support personnel throughout her academic career.

Prior to the 1970's, students who were deaf or hard of hearing had very few options for pursuing higher education. Prior to the 1960's, only one option existed for deaf people who wanted to go to college, Gallaudet University in Washington, D.C. The world's only four-year liberal arts college for persons who are deaf was joined in 1968 by the National Technical Institute for the Deaf at Rochester Institute of Technology. It was not until after the 1973 Rehabilitation Act was passed that community colleges and four-year institutions of higher education were mandated to make their academic offerings accessible to persons who are deaf or



NIU graduate student Samantha Gartrell participates in a class discussion. Her access to the class is through the use of a sign language interpreter.





hard of hearing. Today, deaf students have the legal right to be educated in the setting of their choosing with appropriate services needed to ensure full access to the curriculum and to the collegiate environment.

At Northern Illinois University, these services are provided by the Center for Access-Ability Services (CAAR), a unit which provides access to all students with documented disabilities who are registered with their office. Services available to the 40-45 deaf or hard of hearing students enrolled at NIU include sign language interpreting provided by six full-time and eight part-time interpreters. Interpreters translate spoken words from lectures and discussions into signs and, in doing so, provide visual access to classroom communication for students who cannot access it through audition alone.

Not all students use sign language, however. According to Jenifer Montag, who coordinates services for students who are deaf or hard of hearing through CAAR, NIU is seeing more students who lost their hearing later in life and students who use cochlear implants and may prefer more oral means of communicating. CAAR provides written transcriptions in real time of class lectures and discussions through technologies known as CART, C-print and Typewell. A skilled transcriptionist types the lecture using this technology and the student reads it on a laptop.

Other services are also available to students who are deaf or hard of hearing. These include notetakers (students cannot watch an interpreter or read lips and take notes simultaneously), assistive listening technology (the instructor wears a lapel microphone which sends the sound directly to the student's hearing aid and cuts out all of the interfering noise in the classroom) and limited counseling. Services at NIU are available not only for classroom activities but also for extracurricular activities and for university functions such as new student orientation and campus open houses.

By law, services are provided without additional cost to the student. While the expense of providing these services is considerable, the services benefit the entire university by providing access through which deaf and hard of hearing members of the university community can participate fully and contribute to the community. Cooperative relationships with other agencies such as the Illinois Division of Vocational Rehabilitation help to ensure that universities can provide the mandated services.

Samantha Gartrell credits CAAR with providing the access she needs to succeed academically and to master the information needed to practice her future profession. "It's a wonderful tool for education," states Gartrell. "I use the services all of the time. I feel it's important to me so that I know what is being said in the classroom and [it is a help] when meeting with professors to discuss assignments." □



*Sue E. Ouellette is a Professor in Rehabilitation Counseling and Chair of the Department of Communicative Disorders at Northern Illinois University. She is a past president of the American Deafness and Rehabilitation Association, American Society for Deaf Children, and Illinois Rehabilitation Association. She is a frequent presenter at local, national and international meetings and the author of more than 40 professional publications on topics related to deafness and rehabilitation.*

# Concerns About Aging

## Two Different Perspectives on Disabilities

John M. Eckert

### Growing Up with a Disability:

John Bray is a bright and articulate young man who represents the next generation of disability rights advocates. He has a drive and passion for his beliefs that sets a high standard of dedication, a standard we all would do well to emulate. John Bray was born with cerebral palsy, a slight developmental disability, and a learning disability, to teenage parents in 1974. As the only child with a disability in a small central Illinois town, he had to learn at an early age to be adaptable to his environment. When using crutches, he was not afraid to ask for help, but he did take pride in doing as much for himself as he could. John views his disability as a "blessing, not a curse."

He admitted that, when he reached junior high and high school age, his psychosocial skills were less developed than those of his non-disabled peers and that his self-esteem was diminished by certain family members who discounted his ability to succeed in life. John noted

with pride, however, the integral role his grandmother played in shaping his positive outlook and drive to be a successful member of society.

John attended school prior to passage of the Americans with Disabilities Act and labored up

many flights of stairs using his crutches. When he left home to attend Southern Illinois University Carbondale, he found that he was not alone in his disability, that he was one of many students who added to the diversity that a major university provides.

John now uses a scooter most of the time and regrets the many years as a child he would crawl around the house instead of bothering with his crutches. "I feel like I'm 60" some days, but for the most part, he has taken good care of himself.



John Eckert (left) and John Bray surrounded by assistive technology that helps them in their work.

***"...more older Illinoisans are experiencing disabling conditions without real increases in community-based housing, programs, and services."***



### Earning a Disability in My Twenties:

From a personal perspective, in the summer of 1982, I earned the right to call myself a person with C5/6 quadriplegia. Just like that-boom – I went from my 12-speed racing bike and compact Mazda to a motorized wheelchair and full-size Ford van with a hydraulic lift. Most of my colleagues, family, and friends think I'm pretty grounded and don't view my life from a "before and after" perspective. I agree: I view that body-surfing accident merely as one of many events in my life, a bump in the road, so to speak.

However, after having to take an extended medical leave related to my disability – a result of sitting in a wheelchair for 22 years – I've begun thinking more about aging and disability. And I'm not alone. As I talk to many of the other "old-timers" in the disability community, they too are beginning to discuss (and feel) the effects of aging as it relates to their disability.

Medical advances have significantly increased the life expectancy of people with developmental disabilities. Many parents who have kept their children out of institutions are getting to the point of needing assistance themselves. They fear that community-based housing, programs, and services for their daughters and sons are too scarce; they also fear that their older adult daughters and sons, those who were able to live independently with parental assistance, may now face the prospect of a nursing home or other institutional setting. Similarly, medical advances have increased life expectancies for people with all kinds of disabilities and more older Illinoisans are experiencing "disabling conditions" without real increases in community-based housing, programs, and services.

How do we begin to address the need to coordinate services provided for the frail elderly and the disabled? The National Coalition on Disability and Aging recommends developing better ties between stakeholders in the aging community and the disability community.

Specifically, the coalition recommends that those new ties center on:

- Educating ourselves on the needs of an aging population with disabilities, or people "aging into disabilities,"
- Articulating a clear vision of lifestyles--grounded choice and self-direction for persons of all ages, and
- Minimizing our differences by focusing on our shared needs and interests, assistive technology, personal assistant services, healthcare, and long-term care issues.

As individuals with disabilities live longer, and as more seniors adjust to life with disabling conditions, this level of cooperation and coordination will play an increasingly larger role in a diverse population. □

*Both the author, John M. Eckert, and John Bray live and work in Springfield, Illinois.*

## Making the Transition from Home to Retirement Center

Gary Bellert

After suffering a stroke in 2001, Dan Sheahan knew there would be many changes in his life. But Dan was used to challenges and successes and was ready to do the work necessary to recover from his stroke. Today Dan is living independently in a retirement center after successfully completing rehabilitation and a transition to institutional living.

Dan was born in 1919 in Caledonia, Wisconsin. He was married in 1944 and has four sons, 11 grandchildren, and two great grandchildren. He actively managed a farm implement business until 1984, when at age 65 he decided to pass the business to his sons. He started to take time off and eventually retired three years later.

At the age of 82, Dan had a stroke that hospitalized him for about one week and required rehabilitation including physical therapy, occupational therapy, and speech therapy. In physical therapy, he learned very quickly to walk using a cane. In speech therapy, he practiced with diligence and great effort, drawing out his vowels into long Os and Ahs, so much so that other residents would watch him practice, as Dan said "Everybody looking at that damned fool – I had fun with the speech therapists."

Following six months of therapy in the rehabilitation facility, Dan moved back to his home. He had home therapy, cooked most of his meals, and did his own laundry. Dan had lived alone since 1999 when his wife died. However, he did have some setbacks, with increasing paralysis in his left arm and decreased ability to walk with a cane. As a result, he learned to use a one-arm-drive wheelchair using his right arm. A short time later, Dan moved into the independent living wing of the DeKalb Area Retirement Center, an institution that provides independent living, assisted living, and nursing home care to residents.

Dan said the biggest change following his stroke was his inability to drive. "I am dependent on other people now. Before, if I wanted to buy a jacket, I would get into my car, go to the store and be back home in about 30 minutes. Now I depend on people at the center to do my shopping for me."

The loss of companionship is also a big change for him, especially the loss of men friends. Women are the predominant residents of the retirement center, and, as Dan said, "I think women take better to a place like this." Dan found three meal buddies all of whom are women – two over the age of 100 years. Prior to his stroke, Dan was used to being busy, but now he says, "The boredom is the worst, especially the weekends," Dan said. "Most people visit during the weekday, but it is really important to visit on the weekends."

In conjunction with the College of Physical Education at Northern Illinois University, students from the exercise physiology and kinesiology classes volunteer their time to work with some of the residents of the DeKalb Area Retirement Center. Dan spoke fondly of working with the students, and even keeps photographs of them. He wishes they were with him this past summer, but understands that school is out. He is looking forward to meeting and working with a new student during the next school year.

Dan has had a lot challenges during the last couple of years. As Linda Sherman, Social Services Director at the DeKalb Area Retirement Center said, "Despite his physical challenges, he is living independently and hasn't given up. If there was a way to drive, he would figure it out!" Dan has recently been able to purchase a motorized wheelchair, which makes getting around easier. With all of his accommodation to his physical disabilities, he is not as active as he would like to be and he is disappointed that he doesn't have the opportunity to "dress up" in business attire anymore. Dan is looking for an opportunity to be active at the center and in the DeKalb community. As Dan said, "If I had some work to do, it would take my mind away from my problems." We sometimes think that when a person lives in a retirement home, they are satisfied with a slow life with limited outside contact. But in Dan's case, the energy and drive that he exhibited during his business years are still a part of who he is, and he is ready for meaningful work that would bring a new challenge. □

**Gary Bellert**

**Northern Illinois University**

*Gary Bellert is a graduate student in the College of Health and Human Sciences Physical Therapy Program*



## **New Organization (AROHE) Encourages Ongoing Connections Between Higher Education and Retirees**

**E**ugene Rice, a recent retiree from the American Association for Higher Education, refers to his retirement as a new stage of development. That is the philosophy of a new organization seeking to build vital connections between retirees and universities and colleges. The Association of Retirement Organizations in Higher Education (AROHE) was incorporated in 2002 as a nonprofit member association. Betty Redman, executive director, says that retiree programs often start with a few people getting together for a cup of coffee, discussing a new book, volunteering, helping with a fund drive.

The program meets critical needs for colleges and universities by helping them build vital connections with an exploding population of exiting talent: faculty and staff retiring in baby boomer waves, taking their critical knowledge, history, talents, and continuity with them. AROHE provides ways to garner these relationships and resources, serving the schools themselves, their students, their communities, and their retirees.

The AROHE program had its roots at the University of Southern California and has expanded throughout the U.S. and Canada. Connecting to the Future was the title of their biennial conference held in Nashville, Oct. 8-10, 2004.

For information, contact Betty Redman, at USC, 213-740-7121, [emeriti@usc.edu](mailto:emeriti@usc.edu)  
[www.AROHE.edu](http://www.AROHE.edu)

## **Coming Events**

**Feb. 2, 2005**

**Chicago**

**First Planning Meeting for Generations  
Connect Focus Groups**

In 1994-95, Illinois held 28 intergenerational focus groups in preparation for the White House Conference on Aging. More than 750 students, older adults, educators, and members of the aging network attended the meetings and found more similarities than differences between generations. If you are interested in hosting a Generations Connect focus group, call 618/453-1186 or [intnews@siu.edu](mailto:intnews@siu.edu). The first planning meeting will be held in Chicago on Feb. 2.

**May 5-6, 2005**

**Oakbrook, Illinois**

**Illinois Conference on Volunteer  
Administration**

“Volunteerism: Sprouting in New Directions: New trends and innovative ideas in volunteerism”

The Illinois Conference on Volunteer Administration (ICOVA) provokes innovative and dynamic thought by presenting quality professional development opportunities focusing on the future of volunteer administration, including the role of technology and its impact, and strategic approaches to issues facing our society. ICOVA also provides valuable networking opportunities for volunteer management professionals.

For information, contact Alisun DeKock at 312-322-0514 [adekock@adlernet.org](mailto:adekock@adlernet.org).

**Sept. 13-17, 2005**

**Washington, D.C. at the Washington Marriott  
Generations United**

“Across the Lifespan and Around the Globe:  
The Intergenerational Current”

13th International Conference

For information contact 202-289-3979,  
[gugu.orgwww.gu.org](http://gugu.orgwww.gu.org)

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## Thank You to Intergenerational Initiative Partners

The Intergenerational Initiative was founded in 1986 to promote a lifelong view of education and responsibility to community. Eighteen years have passed since a group representing 50 education, aging, and community service organizations came together in support of new thinking about educational issues and intergenerational involvement.

The Intergenerational Initiative fosters a mindset that we are at our best when older and younger generations address problems together. It is a personal commitment of thousands, perhaps millions, to include multigenerational approaches as a part of education, public policy, and community life. The notion is as old as democracy, it comes from our roots, our ancestors: it is our heritage and our legacy.

A hearty thank you to our partners, who are on the front lines making good things happen for education and across generations.

### Universities and P-16

- Chicago Educational Alliance
- Chicago State University
- Eastern Illinois University
- Federation of Indep. IL Colleges and Universities
- Governors State University
- Illinois State University
- North Central College
- Northeastern IL University
- Northern Illinois University
- Southern Illinois University
- University of Illinois
- Western Illinois University

### Community Colleges

- Illinois Community College Board
- Illinois Community Trustees Association
- Illinois Community College Council of Presidents

### P-12 and Educational Organizations

- Chicago Public Schools
- Illinois Association of Regional Superintendents
- Illinois Association of School Administrators
- Illinois Association of School Boards
- Illinois Education Association
- Illinois Principals Association
- Illinois PTA
- Illinois State Board of Education

### Aging Organizations

- Chicago Department on Aging
- Illinois Association of RSVP Directors
- Illinois Association of Senior Centers
- Illinois Coalition on Aging

### History Organizations

- American Family History Institute
- American Folklife Center, Library of Congress
- American Indian Center
- Changing Worlds
- Chicago Historical Society
- Illinois Humanities Council
- Illinois State Historical Society
- Mexican Fine Arts Center

### Service Organizations

- Illinois Campus Compact
- Illinois Coalition for Community Services
- IL Com. for Volunteerism and Community Service
- Illinois Corporation for National Service

### Retiree Organizations

- AARP
- Illinois Retired Teachers Association
- Service Corps of Retired Executives
- State Universities Annuitants Association

### State Agencies

- Aging
- Children and Family Services
- Corrections
- Historic Preservation
- Human Services
- Public Health
- Secretary of State
- State Archives
- State Library
- Veterans Affairs

## Tom Teague:

### A man of many passions

*Tom Teague, a friend of history and historians, passed away on Sept. 11, 2004, on his 61st birthday. He was an enthusiastic supporter of Saving Our Stories, a group seeking to preserve family and cultural history.*

*The following are excerpts from an article written by Paul Pove and published by The State Journal-Register, Springfield, Il.*

Teague was a champion of Route 66 preservation and its arcana. He wrote a book of short stories and a newsletter about the highway and lectured about it. He founded and was first president of the Route 66 Association.

"He was known in Route 66 circles by people from many countries," says Pat Kuhn, executive director of the Illinois Route 66 Heritage Project. "He was just a tremendous advocate for Route 66, particularly in preservation. Tom worked tirelessly to get historic properties related to 66 on the National Register."



This photo was taken at the annual meeting of the Illinois State Historical Society in Elgin, while touring the Klein Creek Farm in DuPage County. The cat literally became attached to Tom. Back in late May Tom gave the photograph to Bill Furry and told him to run it with his obituary.

Teague's commitment was "all about the people and relationships that he established with others who were so touched by this road and its significance to their lives," Kuhn says.

Bill Furry, acting executive director of the Illinois State Historical Society, worked with Teague at the society and in his role as former editor of Illinois Times.

"He was an exceptional writer. That's something most folks didn't know. He was meticulous, loved words and loved language in general. He was always editing himself, making sure every word is what he wanted. When I was editing at (IT), he was one of the few people who always sent in pristine copy."

Teague, Furry recalls, wrote on such topics

as the problems of East St. Louis, an activist priest in Decatur and, more recently, about his son being dispatched to the war in Iraq.

"He had broad interests," Furry says, adding that for many years Teague was spokesman for the Illinois Department of Children and Family Services.

Teague's parting advice: "May the road rise to meet you and its number be 66."

#### CONTINUANCE

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Continuance is a quarterly publication founded in 1987 with funding from the Illinois Board of Higher Education.

Continuance highlights topics, movements, and events that have potential to enrich intergenerational relationships and promote lifelong service and learning.

#### STAFF

Editor: Jane Angelis, Ph.D.,  
Director, Intergenerational Initiative,  
Office of the Associate Chancellor for  
Diversity, Southern Illinois  
University Carbondale  
Editorial Assistance: Kathryn  
Koldehoff, Waterloo, Illinois

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FAX 618-453-4295, 618-453-1186  
Intergenerational Initiative,  
Office of the Associate Chancellor for  
Diversity,  
Mailcode 4341  
SIU Carbondale  
Carbondale, IL 62901

[www.siu.edu/offices/iii](http://www.siu.edu/offices/iii)

## CONTINUANCE

Intergenerational Initiative  
Office of the Associate Chancellor for Diversity  
Mailcode 4341  
Southern Illinois University Carbondale  
Carbondale, Illinois 62901